

UNIVERSITY SENATE REPORT

**Prepared by Deborah L. Nichols, Ph.D.
University Senate Chair
for
Board of Trustees Meeting
4 December 2020**

Overview & Agenda

- Senate Survey Wave 4
- A Giant Leap Toward...
 - Faculty Representation and Work Load at Purdue
 - Senate Documents 20-24 & 20-25
 - Shared Governance

Senate Survey 4

Senate Survey Wave 4

5,140 Faculty, Staff, Post-Docs, and Graduate & Undergraduate Students Responded

- **Work Descriptors**
 - ✓ *Work Hours PreCOVID and Now*
 - ✓ *Distribution of Work Responsibilities for Faculty/Professional Staff*
 - ✓ *Perceived Quantity and Quality of Work*
 - ✓ *Monthly Expenses*
 - ✓ *Frequency of Overtime, Work After Hours/Over Lunch, Weekends, Vacation*
- **Concerns Regarding Stress | Anxiety | Finances | Safety on Campus**
- **Well-Being and Mental Health**
 - ✓ Well-Being Indicators from Wave 3
 - ✓ Burnout
- **Caregiving Responsibilities**
 - ✓ *Child and Elder Dependents*
 - ✓ *K-12 Attendance: Virtual or In Person*
 - ✓ *Caregiver-Specific Burnout*
 - ✓ *Caregiver Needs*
- **Teaching and Learning Needs | Concerns**
 - ✓ *Modality*
 - ✓ *Supports and Resources*
 - ✓ *Engagement vs. Attendance*
 - ✓ *Academic Integrity*
 - ✓ *Student Challenges*
- **Open-Ended Questions & Concerns**
- **Open-Ended Useful Ways to Cope**

Burnout Has Broadened and Deepened

	August	November
What I am doing is worthwhile	76%	63%
Supervisor shows they genuinely care	74%	68%
Accomplish all I need to do during normal work hours	70%	37%
Work productively in current environment	66%	54%
Equipped to manage both personal and work life demands	56%	37%
Able to effectively switch off	50%	29%
Spending enough quality time interacting with others	39%	24%
Purdue addressed key areas of concern in relation to COVID	51%	53%
Generally feel positive about Purdue's efforts with regard to COVID and the fall semester	-	52%
Confident I can make progress in my career at Purdue	-	41%
Found meaningful ways to connect with colleagues	-	36%
During these challenging times, I feel able to bounce back as quickly as I normally would	-	29%

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Work: Hours and Distribution of Responsibilities

Working More But Less Productive

39.3hrs

Overall

↑1.4hrs

42.3hrs

Staff

↑1.7hrs

49.0hrs

Faculty

↑3.9hrs

38.9hrs

Grads |
Post Docs

↓0.3hrs

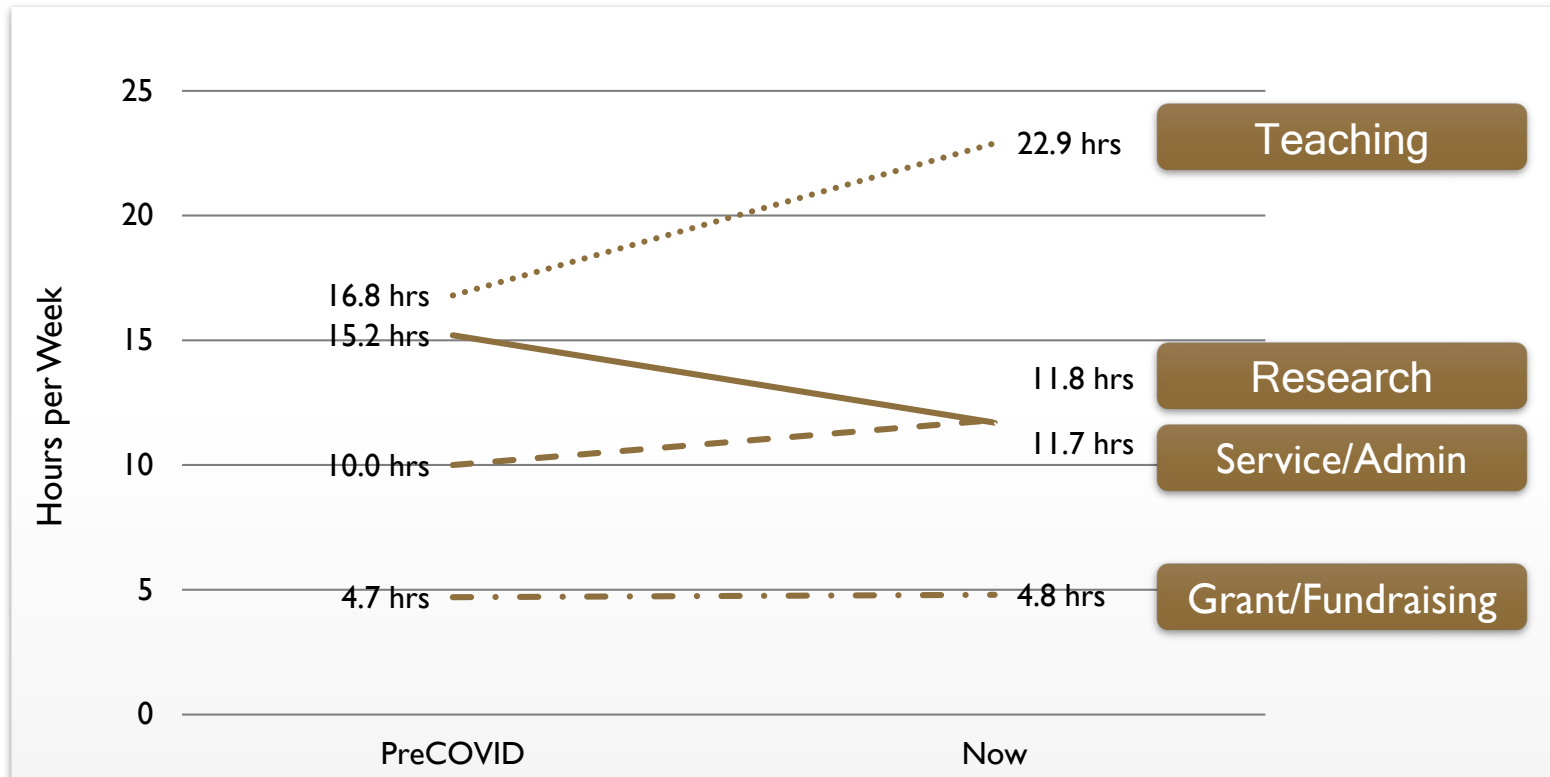
16.0hrs

Undergrads

↓0.4hrs

Work: Hours and Distribution of Responsibilities

Working More But Less Productive



Work: Productivity and Quality

Assuming the pandemic lasts another 6-12 months, how do you think your research publications will be impacted? Research publications include all journal articles, conference proceedings, patents, books, etc.

	Quality of Impact	Output
Lower	39%	58%
The Same	49%	28%
Higher	12%	14%

Caregiving Responsibilities

38.2% Report Caregiving Responsibilities

- 51% of Faculty | 46% of Staff | 14% Grads & Post-Docs | <2% undergrads
- Mean # of Dependents = 2
 - ✓ 19.1% 0-2yo
 - ✓ 20.4% 3-5yo
 - ✓ 33% 6-11yo
 - ✓ 37% 12-18yo
 - ✓ 23% 18-64yo
 - ✓ 16% seniors

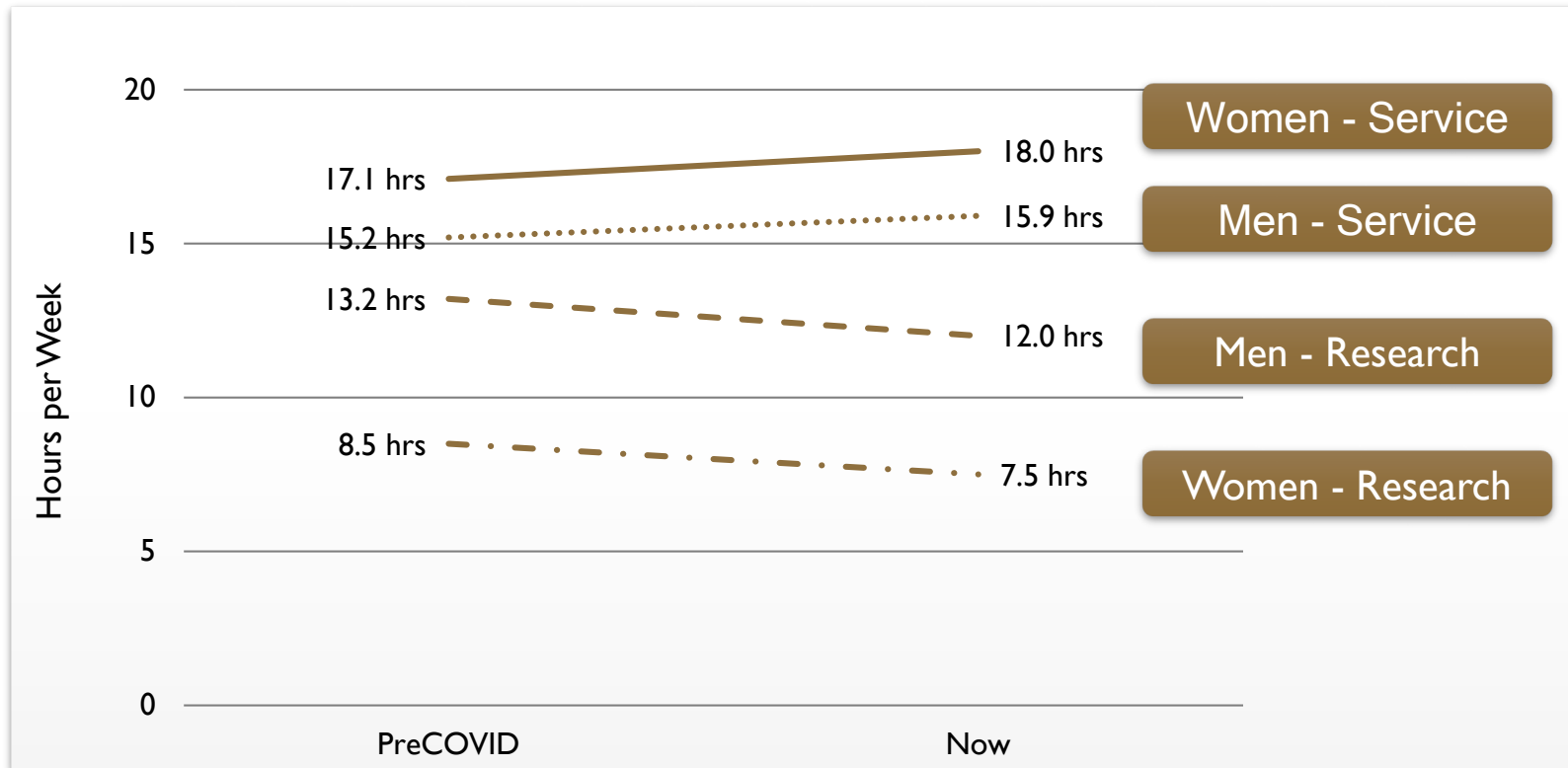
How Caregiving Responsibilities Affect Employees

Mixed Results: Lower Expected Productivity But Better Protected Against Burnout

- For Faculty with Caregiving Responsibilities:
 - ✓ 63% report lower expected scholarly output (vs. 55%) | 43% report lower expected scholarly quality (vs. 36%)
- For All Employees: those with caregiving responsibilities report sometimes or usually doing the following
 - ✓ Working overtime (74% vs. 70%)
 - ✓ Working on vacations (58% vs. 54%)
 - ✓ Checking email after hours (90% vs. 88%)
 - ✓ Working through lunch hour (75% vs. 69%)
 - ✓ Always on call (78% vs. 74%)
- Those with caregiving responsibilities feel positive about Purdue's efforts with COVID/fall semester (55% vs. 50%) and believe Purdue addressed key areas of concern (57% vs. 51%)
- Those without caregiving responsibilities are more likely to report feeling:
 - ✓ A near constant sense of dread (40% vs. 34%)
 - ✓ No enthusiasm (39% vs. 30%)
 - ✓ Emotionally tired (43% vs. 39%)
 - ✓ No desire to talk with others (21% vs. 18%)
 - ✓ Disconnected from others (46% vs. 42%)

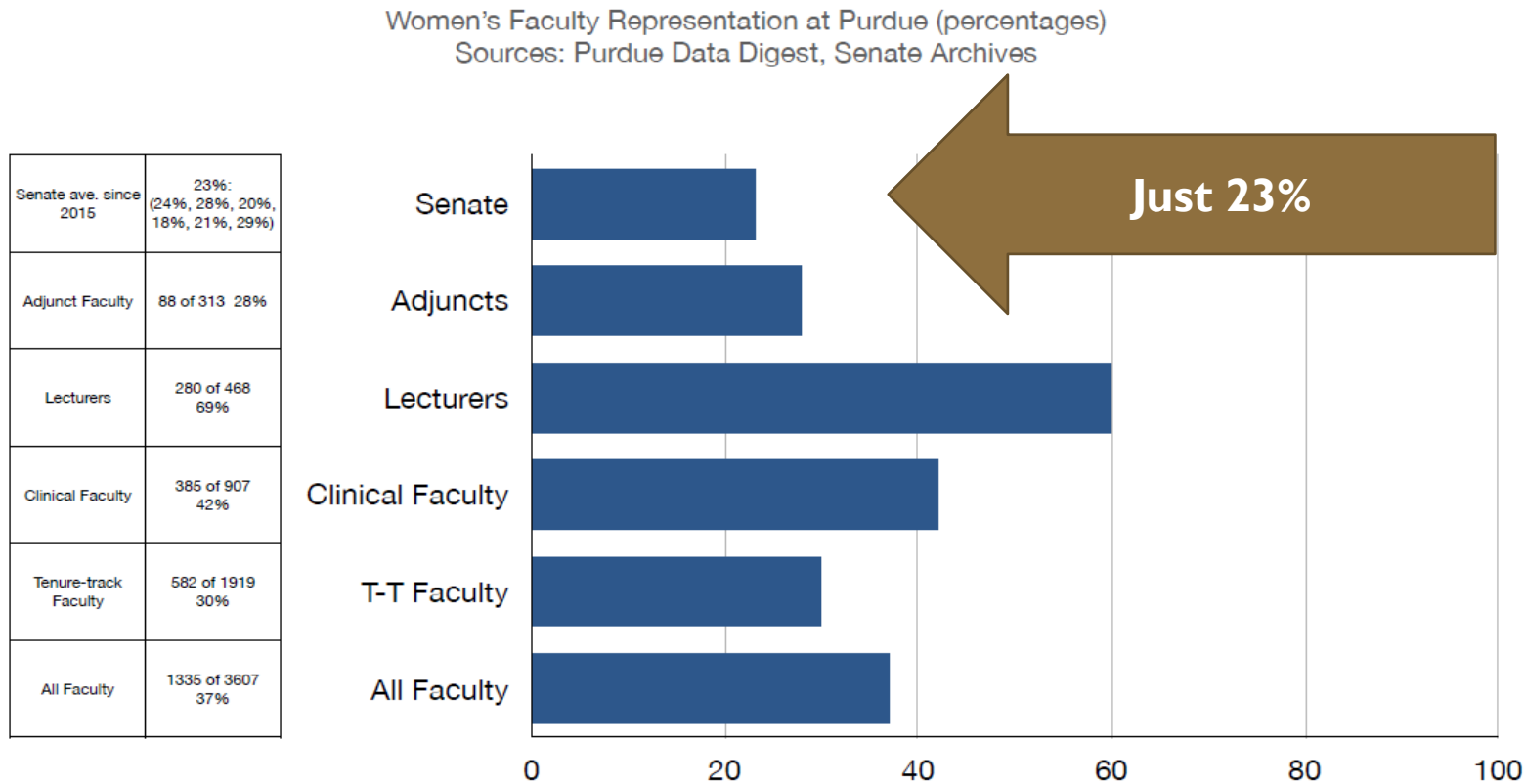
Distribution of Service and Research Hours by Gender

Stark Contrast in Distribution of Work Responsibilities



Women's Faculty Representation at Purdue

Since 2015, women average 23% of Senate membership positions (Range: 18% to 29%)



Senate Document 20-24

Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein

- Overt and explicit efforts shall be made to increase the total number of women Senate Members.
- All members of the Purdue University Senate shall be held to the highest standards of decency and decorum.
- Members of the Senate who are found through the process to be established in the Bylaws to have harassed, bullied, intimidated, or otherwise acted in a way that is incompatible with University Policy III.C.2 shall be censured and expelled from the Senate.

Senate Document 20-24

Commitment to Increasing Representation of Women in the Senate and Maintaining a Safe Work Environment Herein

- Overt and explicit efforts shall be made to increase the number of women Senate Members.
- All members of the Purdue University Senate shall adhere to the highest standards of decency and respect.
- Members of the Senate who are found to be in violation of the process to be established in the Bylaws shall be subject to disciplinary action, including, but not limited to, being removed from the Senate.

PASSED: 65 to 17

Senate Document 20-25

The Impact of the Pandemic on Faculty

- Recognizing that structural inequities may exist and that there is an immediate need for intervention, we support the University in instituting compassionate and supportive policies in response to the pandemic. These efforts may include actions such as:
 - ✓ Reducing service loads during the pandemic
 - ✓ Creating mechanisms for making “invisible” service work (supporting students during the pandemic, equity and inclusion support at all levels of the University, etc.) more visible through formalizing and recognizing this work
 - ✓ Giving freedom to instructors to teach in their preferred mode (in-person, online, hybrid, etc.) without the added burden of justifying their preference
 - ✓ Providing course releases for faculty facing significant caregiving demands. If course releases are not possible for faculty with significant caregiving demands, allowing them priority in selecting courses to teach, and hiring temporary help for those courses needing such special support
 - ✓ Postponing new, non-essential programs and initiatives, especially those that require additional effort from faculty
 - ✓ Providing guidance for Promotion and Tenure committees for how research, teaching, and service during the pandemic ought to be considered differently than

Senate Document 20-25

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 - ✓ Giving freedom to instructors to teach (in person, online, hybrid, etc.) without the added burden of justifying the choice
 - ✓ Providing course releases to address caregiving demands. If course releases are not possible for faculty with caregiving demands, allowing them priority in selecting courses to teach, and hiring temporary faculty to provide such special support
 - ✓ Postponing or suspending awards and initiatives, especially those that require additional effort from faculty
 - ✓ Providing guidance from Promotion and Tenure committees for how research, teaching, and service during the pandemic should be considered differently than

PASSED: 76 to 8

THANK YOU

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